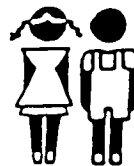


Child • Care • Information • Center NEWSLETTER

266-1164 (Madison Area) (800) 362-7353



Issue No. 17

Editor: Glenna Carter

Good news! The Child Care Information Center has two new employees!

Connie Wilsnack joined our staff in late January. Connie will be putting together information packages to answer your questions, editing some of the newsletters, and maintaining the Early Childhood Training Calendar. She is willing to assist you in developing in-services to meet staff needs.

Connie has a B.S. in Home Economics Education, an M.S. in Continuing and Vocational Education, and is currently working towards a Ph.D. in Child and Family Studies at UW-Madison. Connie has worked for Cornell Cooperative Extension in New York as a human development agent. She has also worked on several research projects at the UW focusing on young children's lives and child care, adolescent mothers and their infants, and Wisconsin farm families. Her interests include parent education, home-school relationships, and balancing work and family life.

Connie lives in Arlington with her much-loved cat Mittens. Mittens was raised on Discipline Is Not a Dirty Word and Active Parenting/Systematic Training for Effective Parenting principles.

Ranee Goodroad joined us in February. She will be putting together learning resource packages to answer your questions and for you to use for in-services, editing some issues of the newsletter, and computerizing us.

Ranee has a B.A. in Sociology and an M.S. in Family Studies with a minor in Vocational Education emphasizing child care occupations. She has taught parenting education and a VTAE course for certified child care providers, published a curriculum guide and resource manual and directory, directed a day activity center for adults with special needs, coordinated a resource and referral agency, directed a family day care system, and now works half-time for the WECA Child Care Food Program and half-time for CCIC.

Ranee has an 11-year-old son, Sean, who was in family and center day care as a toddler and preschooler. Her hobbies are cross-country skiing, reading, music, and caring for stray animals.

Please route the CCIC Newsletter to your Staff:

<u>Name</u>	<u>Initial</u>	<u>Name</u>	<u>Initial</u>
1.		5.	
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SOLVING THE STAFFING SHORTAGE

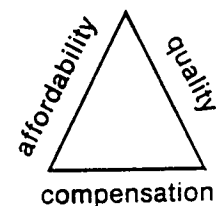
This newsletter lists materials about ways to support quality child care by reducing the high turnover rate of staff. Staff turnover is estimated at 40 percent annually and is a direct result of poverty-level wages. The staffing shortage reduces both the quality and the supply of child care. Staff turnover hurts children.

Quality early childhood programs benefit all segments of society: children benefit, parents benefit, employers benefit, all of society benefits. But the costs of quality child care in the United States have not been shared by all of society: the costs of quality have been borne primarily by dedicated caregivers, who have subsidized this essential public service by accepting wages far below the value of their work. More and more of them are unable or unwilling to carry this unfair burden anymore.

Now we all have an urgent obligation to think up and actively support creative approaches to the three interconnected facets of the child care trilemma: assuring quality programs for children, assuring that these quality programs are available to all families at a price they can afford, and assuring adequate levels of compensation so that qualified caregivers can be recruited and retained in early childhood programs.

The articles and brochures listed here are available free from CCIC for you to keep. The books and audiovisual materials are available on loan--books for two weeks and AVs for one week. The only cost to you is the cost of library rate postage to send the items you borrow back to CCIC by U.S. Mail. We hope these resources will give you some ideas on action you can take to improve child care by improving the salaries and working conditions of the people who do it.

**To deal with the
child care
“trilemma,” we
must recognize the
triangle and act
in a unified manner.**



Articles

We will provide you with a single free copy of any of the following journal articles. Call 1-800-362-7353 toll free or from the Madison area call 266-1164 and request the articles by numbers 1-50.

THE PROBLEM

1. Whitebook, Marcy et al. Who cares?: child care teachers and the quality of care in America. Young Children 45(1):41-45, Nov. 1989.

Summarizes the findings of the National Child Care Staffing Study, a research project which explored how teachers and their working conditions affected the quality of center-based child care in 227 child care centers. Among the adult work environment variables, the most important predictor of quality care is staff wages. (See #58 and #59 for related books.)

2. Hofferth, Sandra L. What is the demand for and supply of child care in the United States? Young Children 44(5):28-33, July 1989.
Examines the shortage of regulated child care services, the mismatches between the ages of children needing care and the kinds of services available, and the proportion of their income different families spend on child care.
3. Riley, Dave and Rodgers, Kathleen. Pay, benefits and job satisfaction of Wisconsin child care providers and early childhood teachers 1988: executive summary. Madison, WI: UW-Extension Family Living Programs and UW-Madison Family Studies, School of Family Resources, April 1989.
Summarizes the findings of a study of child care employees in Wisconsin. (See #60 under Books for the entire report.)
4. Edie, David B. A public policy crossroads: child care and early education in Wisconsin. Madison, WI: Wis. Dept. of Health and Social Services, 1989.
David Edie, the Day Care/Child Development Coordinator in the Wisconsin Department of Health and Social Services, lays out five key public policy questions associated with the child care trilemma and then lists the criteria we need to keep in mind when we assess the different solutions proposed.
5. Willer, Barbara. Quality or affordability: trade-offs for early childhood programs? Young Children 42(6):41-43, Sept. 1987.
Explains why solutions that address only one part of the child care trilemma of quality/compensation/affordability are likely to make the situation worse.
6. Modigliani, Kathy. But who will take care of the children?: childcare, women, and devalued labor. Journal of Education 168(3):46-69, 1986.
Explores social, economic, and cultural factors which contribute to the poor salaries, working conditions and status of childcare workers. Considers alternative solutions including government subsidies, fee increases for high-income parents, unionization, comparable worth, and advocacy.
7. Modigliani, Kathy. Twelve reasons for the low wages in child care. Young Children 43(3):14-15, March 1988.
Lays out the reasons why child care is the second most underpaid occupation in the United States.
8. Harris, Jane. Wanted: someone who likes children. Child Care Information Exchange 72:26-27, April 1990.
What one woman who responded to a want ad found out about the absurd discrepancy between the qualifications a center was looking for as compared to the pay they offered.
9. Zinsser, Caroline. The forgotten woman. Working Mother 11:89, April 1988.
One-page article explains to parents why a particular teacher is leaving day care and what parents can do to help increase teachers' salaries.

10. NAEYC position statement on quality, compensation, and affordability in early childhood programs. Young Children 43(1):31, Nov. 1987.

Spells out the interconnection between three basic needs in child care-- quality for children, adequate compensation for teachers, and affordability for parents--and states that all sectors of society must help provide the resources necessary to pay for this essential public service.

STRESS AND BURNOUT

11. Whitebook, Marcy et al. Who's minding the child care workers?: a look at staff burnout. Children Today 10(1):2-6,37, Jan.-Feb. 1981.

Study found that burnout was less an intrinsic element of a child care worker's personality or activity than a result of the context in which the work is performed: the structure of a given center, the money and other resources available, and society's prevailing attitudes toward programs and caregivers.

12. Maslach, Christina and Pines, Ayala. The burn-out syndrome in the day care setting. Child Care Quarterly 6(2):100-113, Summer 1977.

This study found that the causes of burnout lie not so much in the unique personality traits of the individual caregiver as in situational pressures related to staff-child ratio, hours of direct contact with children, availability of time-outs, a social-professional support system, and the amount of program structure. Includes recommendations for situational solutions.

13. Hyson, Marion C. "Playing with kids all day": job stress in early childhood education. Young Children 37(2):25-32, Jan. 1982.

The causes and effects of stress and how to cope with the special stresses of child care.

14. Whitebook, Marcy and Ginsburg, Gerri. Warning: child care work may be hazardous to your health. Day Care and Early Education 11(2):22-27, Winter 1983.

Alerts child care providers to health and safety hazards from illness and infection, body strains, hazardous chemicals and art materials, and stress. Tells what can be done to make child care healthier and safer for everyone.

15. Ginsbrug, Gerri; Richardson, Derk; Whitebook, Marcy. Special stresses of infant caregiving. Day Care and Early Education 12(3):22-24, Spring 1985.

Examines some of the special stresses of infant caregiving and gives specific suggestions for improving or eliminating them.

16. Wessen, Paul D. Off-site stress and the disadvantaged caregiver: a neglected factor. Child Care Information Exchange 22:10-12, Nov./Dec. 1981.

Non-job stressors such as car damage, needed home repairs, or sick family members were much more stressful to disadvantaged caregivers than were job-related problems. Such non-job stressors were likely to make disadvantaged employees miss or quit their jobs, while better paid workers could spend their way out of such problems without missing as much work.

WHAT PROGRAMS CAN DO

17. The staffing shortage: 41 ideas on how to respond. Child Care Information Exchange 47:33-40, Jan. 1986.

41 specific suggestions on how to upgrade salaries and benefits, redesign staffing, advertise creatively, cast your recruitment net wide, build your reputation, encourage cooperation, uplift the public image of child care.

18. Sheerer, Marilyn and Jorde-Bloom, Paula. The ongoing challenge: attracting and retaining quality staff. Child Care Information Exchange 72:11-16, April 1990.

Assumes there is no "quick fix" to the staffing crisis and tells you what you can do to entice staff to stay on even when you can't increase salaries.

19. Prickly problems #5: Help!! I need substitutes. Child Care Information Exchange 69:45, Oct. 1989.

Five center directors tell how they find reliable substitutes.

How is your staff lounge coming along?



Illustration by
Ted Goff

Space is often at a premium in child care centers and schools, but really there should be a room for your staff, don't you think? Is there a spare room of any kind? Is there an end of a big room you can barrier off? If you have a staff room already, have you fixed it up as comfortably as you can? What a fine spot a place like the one in this sketch would be to work with parents as equals.

20. Give a child care worker a break. By the Child Care Staff Education Project. Child Care Information Exchange 22:1-4, Nov./Dec. 1981.
Tells why workers in child care centers need and deserve their breaks and how to institute a dependable break policy in a center.
21. Morris, Susan. Recognition for a job well done: increasing respect for teachers. Child Care Information Exchange 69:15-17, Oct. 1989.
Center directors tell what they do to help parents have more respect for teachers and appreciate all that teachers do.
22. Strickland, James and Reynolds, Stuart. You gotta catch fire before you can burn out. Child Care Information Exchange 70:3-6, Dec. 1989.
Describes the unenthusiastic child care employee and tells how to design training that will be fun for her and help get her "fired up" about her work with children.
23. Leavitt, Robin Lynn and Krause-Eheart, Brenda. Maintaining quality and cost effectiveness through staffing patterns. Child Care Information Exchange 45:31-35, Sept. 1985.
Ten specific guidelines give directors of child care centers a basic structure for developing staffing patterns that maximize cost effectiveness and quality.
24. Ronyak, James B. Letter. Wisconsin Family Day Care Association Newsletter, Oct. 1989, page 2.
Rather than charging an hourly rate, Mr. Ronyak, a State Licensing Specialist, recommends that family day care providers offer parents five categories of options-- full-time care on a weekly basis, part-time care, a latchkey program, drop-in care, infant and toddler care--with different rates for different options.
25. Howkins, Nan. Flexible programming. Child Care Review 4(2):8-16, Feb./Mar. 1989.
How to make more money by introducing a flexible program and providing child care on an hourly, flexible basis to parents who preregister their children, rather than offering only fulltime care five days a week. Includes a worksheet to calculate potential increased revenue.
26. VanDenHeuvel, Mary. Fun...d raising. Child Care Information Exchange 71:25-27, Feb. 1990.
Describes the planning and highlights of the Big Event for Little Kids, a one-day family festival designed to raise funds for the Green Bay Day Nursery Endowment Fund.

UNIONIZATION

27. Morin, Jim. We can force a solution to the staffing crisis. Young Children 44(6):18-19, Sept. 1989.
Makes the case that child care employees must become an organized work force powerful enough to push parent fees higher, because only then will parents themselves feel sufficient economic motivation to get involved in the political process that can bring additional resources into the child care field.

PROFESSIONALISM

28. Katz, Lilian G. The professional early childhood teacher. Young Children 39(5):3-10, July 1984.
Contrasts professional and nonprofessional responses to common incidents in early childhood education.
29. Ade, William. Professionalization and its implications for the field of early childhood education. Young Children 37(3):25-32, March 1982.
Discusses the sociological criteria for professional status and the five major changes in early childhood education that would have to occur to upgrade the field to a professional level.
30. Manley-Casimir, Michael and Wassermann, Selma. The teacher as decision-maker. Childhood Education 65(5):288-293, Annual theme 1989.
Two professors of education describe a course they designed which uses well-known films to start teachers thinking about all the decisions they make, the processes they use, the core values upon which they base decisions, and how disempowered they feel when schools don't allow them to make decisions themselves.
31. Marzollo, Jean. A preschool teacher's day. Parents 60(12):98-99, 102-104, 106, Dec. 1985.
An inside look at one teacher's responses to the many challenges of a normal preschool day.

ADVOCACY

32. Hostetler, Lana. Putting our child care skills to work in advocacy. Child Care Information Exchange 29:25-29, Jan./Feb. 1983.
Explains how to take the skills you use in your daily work with children and use those same skills to influence policy-makers.
33. Wilkins, Amy and Blank, Helen. Child care: strategies to move the issue forward. Young Children 42(1):68-72, Nov. 1986.
Uses examples from ten different states to illustrate four key elements of successful advocacy efforts: selecting and focusing the issue, developing a core constituency, working with the media, and building legislative support.
34. Marx, Elisabeth and Granger, Robert C. Analysis of salary enhancement efforts in New York. Young Children 45(3):53-59, March 1990.
Describes state legislation and union contract settlements which raised salaries and benefits in child care. Explains how an advocacy campaign, an internal coalition, documentation, and timing helped cause this improved compensation.

35. Galinsky, Ellen. Government and child care. Young Children 45(3): 2-3, 76-77, March 1990.

The President of the National Association for the Education of Young Children shares the responses she gives to people who argue against government involvement in child care.

36. Lombardi, Joan. Training for public policy and advocacy: an emerging topic in teacher education. Young Children 41(4):65-69, May 1986.

How and why early childhood teacher training programs should expand to teach public policy and advocacy to those entering the field. Includes a list of advocacy organizations.

I am not an economist. But I can do simple arithmetic. When I subtract the cost of quality child care from the cost of psychological and educational remediation at later age levels, I come up with a huge surplus. From that simple-minded calculation, I argue that money spent on insuring quality child care is a wise investment that in the long run will save the nation both money and anguish.

— David Elkind

EMPLOYER-SUPPORTED CHILD CARE

37. Bloom, David E. and Steen, Todd P. Why child care is good for business. American Demographics 10(8):22-27, 58-59, Aug. 1988.

Of all the ways businesses can respond to labor shortages, one of the best is expanding the child-care industry and improving the quality of care so that women can work more. But expanding the supply of child care services means that the U.S. needs more child care workers, and in order to attract them, according to this article, wages will have to rise.

38. Whitebook, Marcy. What can employer supported programs do for child care staff? Day Care and Early Education 11(4):16-19, Summer 1984.

Compares working conditions of staff in employer-supported programs with conditions in other programs. Gives guidelines to use in pointing out to employers the key role adequate compensation plays in recruiting and holding trained staff.

39. Friedman, Dana. A role for the individual child care center in garnering employer support. Child Care Information Exchange 69:23-26, Oct. 1989.

Ways that child care programs can educate corporations about child care and increase employer involvement.

40. Friedman, Dana. A more sophisticated employer response to child care. Child Care Information Exchange 68:29-31, Aug. 1989.

Employers have realized that no one child care solution is going to solve everybody's problem, so they are exploring a variety of options.

THE BIGGER PICTURE

41. Conniff, Dorothy. What's best for the child? The Progressive 52(11): 21-23, Nov. 1988.

What children lose in poor child care, and the high degree of training, experience, and skill caregivers need to give high quality care.

42. Garbarino, James. Can American families afford the luxury of childhood? Child Welfare 65(2):119-128, March-April 1986.

Explains some of the economic reasons why parents need their children to enter the most inexpensive care, to manage well in care, and to attend school or be in the day care setting as much as possible--and the tremendous demands for maturity that their parents' needs place on children.

43. Jones, Elizabeth and Prescott, Elizabeth. Day care: short- or long-term solution? Annals of the American Academy of Political and Social Science 461:91-101, May 1982.

Makes the case that the needs of young children are very difficult to meet in full-day group care in large institutionalized centers, and suggests some social policy alternatives.

RESEARCH REPORTS ON QUALITY

44. Arnett, Jeffrey. Caregivers in day-care centers: does training matter? Journal of Applied Developmental Psychology 10:541-552, Oct.-Dec. 1989.

This study found that caregivers with more training were less authoritarian in their attitudes toward children, and in their interactions with children they were rated higher on positive interactions and lower on punitiveness and detachment than caregivers with little or no training.

45. Vandell, Deborah Lowe; Henderson, V. Kay; Wilson, Kathy Shores. A longitudinal study of children with day-care experiences of varying quality. Child Development 59:1286-1292, 1988.

How the quality of day care 20 children had at age four affects their interactions, social competence, peer acceptance, and happiness at age eight. Children from poor quality centers were rated by parents and peers as less socially competent and rated themselves more negatively than children in either moderate or excellent quality child care centers.

46. Howes, Carollee. Relations between early child care and schooling. Developmental Psychology 24(1):53-57, 1988.

In this study, stable and high quality early child care positively predicted school adjustment three years later for both girls and boys.

47. Howes, Carollee and Rubenstein, Judith L. Determinants of toddlers' experience in day care: age of entry and quality of setting. Child Care Quarterly 14(2):140-151, Summer 1985.

Study found that stressed caregivers who were isolated from other adults or coping with large numbers of children were less able to interact positively with children than were caregivers in more supportive environments.

48. Berk, Laura E. Relationship of caregiver education to child-oriented attitudes, job satisfaction, and behaviors toward children. Child Care Quarterly 14(2):103-129, Summer 1985.
- Examines the relationships between stimulating but nondirective behaviors toward children and a variety of caregiver characteristics: formal education, child-oriented attitudes, job satisfaction, and career commitment.
49. Howes, Carollee. Caregiver behavior in center and family day care. Journal of Developmental Psychology 4:99-107, 1983.
- This study found that high quality in family day care is related to a physical environment that is safe and appropriate for children and a smaller number of children cared for, and in center care quality is related to the adult-child ratio and the training of caregivers.
50. Cummings, E. Mark. Caregiver stability and day care. Developmental Psychology 16(1):31-37, 1980.
- Studies the preferences of 12- to 28-month-olds for their mothers, stable caregivers or unstable caregivers in a lab setting and a day care setting. Children showed more positive and less negative affect to stable caregivers than unstable ones upon arrival. Infants preferred caregivers to strangers.

Free Brochures

For free copies of brochures #51-54 call 1-800-362-7353 and request by number.

51. Women, work and child care. Washington, DC: National Commission on Working Women of Wider Opportunities for Women, 1989.
- Four-page fact sheet packed with data about the need for child care, the providers of child care and how crucial they are to high quality, how hard it is for parents to balance work and family, and the national outlook.
52. It's time to make children and those who care for them a priority! Madison, WI: Child Care Worker Project, Community Coordinated Child Care, 1987.
- Short brochure gives facts about high quality child care and child care workers. Tells parents what they can do in support of caregivers.
53. Where your child care dollars go. Washington, DC: NAEYC, 1987.
- Explains to parents why the costs of quality child care are so high and what can be done to broaden the support for child care. (limit of 2)
54. The crisis is real: demographics on the problems of recruiting & retaining early childhood staff. Washington, DC: NAEYC, 1989.
- Explains the staffing crisis due to inadequate child care compensation. Shows the crisis' devastating impact on program quality. (limit of 2)
55. Union: the professional solution. Madison, WI: Wisconsin Childcare Union, District 65, UAW.
- Tells about the Wisconsin Childcare Union and how unionizing can help solve the child care crisis. For copies write: Wisconsin Childcare Union, District 65 UAW, 1344 Spaight Street, Madison, WI 53703 or call 608/251-7874 in the evening. This brochure is not available from CCIC.

Books

To borrow copies of these books from anywhere in Wisconsin, call CCIC toll-free at 1-800-362-7353, or in the Madison area call 266-1164. Request books by number.

56. Willer, Barbara A. The growing crisis in child care: quality, compensation, and affordability in early childhood programs. Rev. ed. Washington, DC: NAEYC, Oct. 1988.

Summarizes the problems behind the child care crisis, suggests strategies for action, and lists resources that can help.

57. Whitebook, Marcy et al. Raising salaries: strategies that work. Berkeley, CA: Child Care Employee Project, 1988.

Examples of salary initiatives at the center, city, community, county and state levels. Tells how they got started, the barriers they had to overcome, the results they achieved, and who to contact for more information.

58. Whitebook, Marcy; Howes, Carollee; Phillips, D. Who cares? Child care teachers and the quality of care in America: final report. Oakland, CA: Child Care Employee Project, 1989.

The National Child Care Staffing Study examined demographic characteristics, professional preparation, quality, turnover, pay and working conditions of staff in 227 child care centers in five U.S. cities. This report puts together a current, comprehensive profile of the people working in child care centers and their relationship to the quality of care children receive.

59. Who cares? Child care teachers and the quality of care in America: executive summary. Oakland, CA: Child Care Employee Project, 1989.

Summarizes the key findings and major policy recommendations of the National Child Care Staffing Study.

60. Riley, Dave and Rodgers, Kathleen. Pay, benefits and job satisfaction of Wisconsin child care providers and early childhood teachers 1988. Madison, WI: UW-Extension Family Living Programs and UW-Madison Child and Family Studies, School of Family Resources, April 1989.

Study of center and family day care documents these findings among others: Wisconsin child care teachers receive extremely low wages, job satisfaction of center-based teachers is directly related to higher wages, the most highly qualified child care teachers are the least satisfied with their jobs, and quality, affordability and worker wages currently fight against each other.

61. Zinsser, Caroline. Day care's unfair burden: how low wages subsidize a public service. New York, NY: Center for Public Advocacy Research, 1986.

Uses data and stories from a statewide survey of New York day care salaries and benefits to show the link between low wages and deteriorating quality in child care. Concludes with recommendations.

62. Richardson, Gail and Marx, Elisabeth. A welcome for every child--How France achieves quality in child care: Practical ideas for the United States. New York, NY: The French-American Foundation, 1989.

Fourteen U.S. child care specialists look closely at French child care solutions in order to gain a new perspective on U.S. public policy concerning child care.

63. State Superintendent's Task Force on Early Education, Child Care, and Family Involvement final report and recommendations. Madison, WI: Wis. Dept. of Public Instruction, Oct. 1989.
Beliefs and recommendations of a task force appointed to identify what early education, child care and family support services will be needed in Wisconsin in coming years and to propose a delivery system .
64. Jorde-Bloom, Paula. A great place to work: improving conditions for staff in young children's programs. Washington, DC: NAEYC, 1988.
Includes a survey to measure how staff members feel about the work environment and organizational climate in a child care center, and tells you how to improve your program in the areas of collegiality, professional growth, supervisor support, clarity, rewards, decision making, goal consensus, task orientation, physical setting, innovations.
65. Morgan, Gwen G. Managing the day care dollars: a financial handbook. Cambridge, MA: Steam Press, 1982.
Summary of the concepts necessary for good financial management of day care centers. Uses sample reports, worksheets and checklists to explain financial planning, the budget as policy, cash flow analysis, breaking even, and accounting.
66. Finn, Matia. Fundraising for early childhood programs. Washington, DC: NAEYC, 1982.
How child care programs can get money from individual donors, corporations, philanthropic foundations, and government.
67. Guide to successful fundraising. Redmond, WA: Exchange Press, 1989.
Ten articles about fundraising from Child Care Information Exchange.
68. Morin, Jim. Taking action. Madison, WI: Wis. Early Childhood Assn., 1989.
The WECA Commission on Improving Compensation in the Early Childhood Field put forward this proposal for improving compensation through employee activism and confrontational strategies because they concluded that education and persuasion alone are not solving the child care trilemma. Morin explores what child care employees can do to turn inadequate compensation into an urgent problem that must be solved now. He explains problem-posing education and outlines a four-hour workshop designed to activate child care employees to take action to improve their wages.
69. Spodek, Bernard; Saracho, Olivia N.; Peters, Donald L. Professionalism and the early childhood practitioner. New York: Teachers College Press, 1988.
Scholarly essays on professionalism in the field of early childhood education.
70. Hendrick, Joanne. Why teach? Washington, DC: NAEYC, 1987.
This "first look at working with young children" helps newcomers to the field look at why they might want to teach, what a typical day might be like, the variety of jobs available, and what the future holds. (See #78.)
71. Seaver, Judith W. Careers with young children: making your decision. Washington, DC: NAEYC, 1979.

Describes not just child care, but many other careers with young children, and sorts the careers into five patterns. Includes a decision survey to help you identify a career pattern that is a good match for you personally.

72. Goffin, Stacie G. and Lombardi, Joan. Speaking out: early childhood advocacy. Washington, DC: NAEYC, 1988.

Lots of good ideas about effective advocacy, plus descriptions of how government lobbying works.

73. Quality in child care: what does research tell us? Deborah A. Phillips, ed. Washington, DC: NAEYC, 1987.

Summarizes and critiques five studies designed to identify reliable and consistent ingredients of good quality child care.

Videos

To borrow videos, call CCIC and request by number. Let us know if you want to schedule a tape for a specific date.

74. Salaries, working conditions and the teacher shortage. By Jim Morin and Marcy Whitebook. Washington, DC: NAEYC, 1987. VHS, color, 20 minutes.

Discusses how low salaries and status and the resulting high turnover rate among teachers are affecting children in child care programs. Points out that government, employers, parents and child care professionals all share responsibility for changing the situation.

75. Social change/family change: issues to face in the 90's. By Ellen Bravo. Madison, WI: Child Care Information Center, 1990. VHS, color, 2 hours.

Ellen Bravo, Executive Director of Milwaukee 9 to 5 and advocate for women and children, gives an overview of what happened to women at home and in the workplace in the 1980s and discusses with a group of day care providers what these social and family changes mean to those who care for and educate children.

76. Families in the balance. Ithaca, NY: PhotoSynthesis Productions, in association with Cornell University, 1989. VHS, color, 23 minutes.

Four American families, child development experts and policymakers tell why high quality, affordable child care is crucial to the well-being of working families with young children. The tape and the guide which comes with it can help advocates focus discussion about child care issues with community leaders, corporate officers, legislators, and other policymakers.

77. Who cares for children? Madison, WI: 4-C in Dane County, 1983. VHS, color, 26 minutes.

Highlights in teachers' own words the responsibilities, obstacles, and contributions in teaching young children. Can be used to help make the public more aware of the role of the caregiver or as a stimulus for child care professionals themselves to discuss their needs, rights and status.

78. Why teach? By Joanne Hendrick. Madison, WI: CCIC, 1989. VHS, color, 38 min.

In this keynote speech from the 1989 WECA State Conference, Joanne Hendrick, Director of the Institute of Child Development at the University of Oklahoma, answers the question Why Teach? (See also Book #70.)

NEW BOOKS

79. Ayers, William. The good preschool teacher. New York: Teachers College Press, 1989.

Six teachers, including a woman who works with infants and toddlers, a family day care provider, and a teacher of the homeless, describe their teaching and their lives.

80. Feeney, Stephanie; Christensen, Doris; Moravcik, Eva. Who am I in the lives of children? 3rd ed. Columbus, OH: Merrill, 1987.

The goal of this developmentally-based introduction to teaching is to help you create yourself as a teacher by discovering what you value and what you want for children and how you can put all the pieces together.

81. Katz, Lilian G. and Chard, Sylvia C. Engaging children's minds: the project approach. Norwood, NJ: Ablex, 1989.

The project approach encourages 4- to 8-year-olds to apply their emerging skills in many informal, open-ended, complex activities that improve their understanding of the world they live in.

82. Derman-Sparks, Louise and the A.B.C. Task Force. Anti-bias curriculum: tools for empowering young children. Washington, DC: NAEYC, 1989.

Unless the negative messages in their world are countered, children develop biases against people of colors or cultures or abilities different from their own when they are very young. So this curriculum was designed to show teachers how to help children respect and value each other as individuals and feel empowered to stand up for what's right. It will also help teachers and parents recognize and transcend or eliminate their own biases.

83. Harms, Thelma and Clifford, Richard M. Family day care rating scale. New York: Teachers College Press, 1989.

Easy-to-use resource for evaluating family day care settings in terms of seven major areas: space and furnishings, basic care, language and reasoning, learning activities, social development, adult needs, and provisions for special-needs children.

84. Modigliani, Kathy; Reiff, Marianne; Jones, Sylvia. Opening your door to children: how to start a family day care program. Washington, DC: NAEYC, 1987.

Handbook on how to decide if family day care is a good job for you, work with parents, operate a small business, plan a program you and the children will enjoy.

85. Vandervort, Don. Making your home child-safe. Menlo Park, CA: Lane Publishing Co., 1989.

In-depth tour of your home shows how you can make it safer for young children, but stresses also that safety information cannot substitute for your personal supervision of the child.

Call Us Toll-Free (800) 362-7353

NEW VIDEOS

86. Creative curriculum for early childhood. Diane Trister Dodge, project director. Washington, DC: Teaching Strategies, Inc., 1988. VHS, color, 37 min.
Describes seven activity areas--blocks, house corner, table toys, art, water and sand, library corner, and outdoors--and shows how teachers can enhance children's learning through play in each of the areas.
87. Partnerships with parents. Washington, DC: NAEYC, 1989. VHS, color, 28 min.
Dramatizes the importance of the parent/teacher relationship for children and shows teachers how to establish relationships with parents, build partnerships, and solve the most common problems teachers face in working with parents. Stresses honesty, caring, diplomacy, professionalism.
88. Just minutes of your time: reading aloud for a lifetime. By Gloria Waity and Clark Thompson. Madison, WI: South Central Library System, 1989. VHS, color, 10 min.
Parents from many social and economic groups are shown reading to their young children, and the lifelong benefits of being read to are stressed.
89. Swimming with the current into the 21st century. By Marlene Cummings, Madison, WI: Child Care Information Center, 1989. VHS, color, 55 min.
Marlene Cummings, educator, human relations consultant, and Secretary of the Wisconsin Department of Regulation and Licensing, talks about how important it is to feel good about yourself and how important child care providers are in building self-esteem and respect for differences in young children. Keynote address from WECA's 1989 State Conference.
90. Sesame Street is everywhere. By Terry Solowey. Madison, WI: Child Care Information Center, 1989. VHS, color, 50 min.
Terry Solowey of the Children's Television Workshop uses video segments from Sesame Street to show how they emphasize cultural diversity, self esteem, and mutual respect. She encourages you and the children you care for to interact with the TV show and see what happens to the Sesame Street curriculum in your center or family day care home. Keynote address from WECA's 1989 State Conference.

EARLY CHILDHOOD TRAINING CALENDAR

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| August 2-5, 1990 | 3rd International Portage Conference: A Symposium on Family Focused Intervention: Exploring National and International Practices and Perspectives. <u>Madison</u> . Call 608-742-8811. |
| November 1-3 | <u>Wisconsin Early Childhood Association</u> 36th Annual State Conference. Early Childhood Professionals: Together in the 90s. <u>Milwaukee</u> . Contact WECA Office at 1-800-783-9322. |
| November 9-11 | Growing Up Strong: A Children's Fair. Sponsored by MATC and Metro Parent. <u>Some training workshops.</u> <u>Milwaukee</u> . Contact Fay Kolster, MATC, 414-321-0347. |

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PLEASE LET CCIC KNOW OF ANY CONTINUING EDUCATION EVENTS YOU ARE PLANNING!!!